

# Summer Migrant Educational Program

## *Curriculum & Assessments*

Special Populations Conference  
2012



Giving something extra puts students on top!

## OFS MISSION

Accelerate student achievement  
through school improvement  
by working as partners to  
maximize the allowable use  
of supplementary resources.



# Agenda:

- Welcome
- Process Overview
- Product Overview
- Survey Results
- Input
- Next Steps



# The MDE Team

- *Dr. Shereen Tabrizi, Manager, OFS-Special Populations Unit*
- *Frank Garcia, Migrant Education Consultant, MDE*
- *Michelle Williams, Contracted EL & Migrant Education Consultant, MDE*



# The Field Team

Denise Archer (West Ottawa)

Cheryl Boothby (Hartford)

Tonda Boothby (Van Buren ISD)

Soledad R.-Heiler (Stockbridge)

Cheryl Call (Manchester)

Gayla Carskadam (Hart)

Karla Eaves (Walkerville)

Angela Hood (Mason C. C.)

Lynette Lentz (Shelby)

Sherryl Martin (Mason C. C.)

Angie McCoy (Imlay City)

Rita Moore (Coloma)

Kristi Postema (Shelby)

Robert Ranney (Belding)

Jeremy Smith (Kent City)

Cari Soderbloom (Dowagiac)

Jennifer VanBeck (West Ottawa Summer)





# *A Message from Shereen...*

Thank you  
wholeheartedly **for**: -  
-Your belief that this  
HUGE undertaking is  
possible;  
-Embracing the vision  
that **this** change was  
good for our migrant  
students  
-Being such a  
dedicated, productive  
and resourceful **team**



# *A Message from Shereen...*

The outcome of your work will accelerate student learning and narrow the academic achievement gaps;

We hope to have uniformity between the summer and regular program in regards to curriculum, instruction & assessment (CIA).

Looking forward to another good year!

Shereen



# Looking Back

One year later....

How far have we come?

Recruit, Recruit!  
Connect w/parents  
Connect w/agencies  
to extend aid  
Connect w/growers  
Recruiters coordinate w/whole program  
Standard Based Common Assessment  
to drive instruction  
Formative + Summative assessment  
Communicate prev district goal setting  
• Supportive Services  
• IEPs addressed  
Field trips + extensions related to learning  
Guest educators  
Parent Involvement  
Learning opportunities for parents  
Culturally relevant

• Parent Invol.  
↳ relationship building  
↳ PAC Mtgs  
↳ communication  
Advocacy  
Strong curriculum  
↳ individualized  
↳ Rdg + Math  
↳ Credit Recovery Opportunities -all options  
↳ integrated and experiential experiences  
↳ physical fitness + nutrition  
Resources  
↳ community support  
↳ agencies  
↳ businesses/medical/dental  
↳ MDE guidance  
PD  
↳ SIOP  
↳ Kagan

## OME Awards





# Curriculum: Goals (need 2 slides here)

- All migrant students will increase their ***reading proficiency*** including **comprehension**, **vocabulary** and **fluency**.
- All migrant students will increase their ***writing proficiency*** including **word choice**, **grammar** and **fluency**.
- All migrant students will increase their ***math proficiency*** including **computation**, **problem solving** including application of concepts, and **fluency**.
- All migrant students will increase their ***science proficiency*** including **academic vocabulary**, **comprehension** of non-fiction readings, and **concept knowledge**.
- All migrant students will increase their ***social studies proficiency*** including **academic vocabulary**, **comprehension** of non-fiction readings, and **concept knowledge**.



# Process Overview (2 slides here)

**Migrant teaching staff will create 2-3 thematic units per grade level (K-8).**



- ❖ Understanding by Design Unit Planning
- ❖ Workgroup Action Plan
- ❖ Identify ELA and Math Common Core State Standards
- ❖ Investigate and Recommend Assessments for Reading and Math
- ❖ Explore resources for themed units
- ❖ Write Essential Questions and Enduring Understandings for each unit
- ❖ Identify the knowledge, skills and concepts for each unit
- ❖ Recommend resources, materials for each unit



# Process Overview



**Migrant teaching staff will identify common assessments for grades K-8 for ELA reading, writing and math.**

- ❖ Investigate Assessments for Reading and Math
- ❖ Make Recommendations to the full committee
- ❖ Facilitate implementation Summer 2012



# Product Overview

## 1. Common Core Standards for ELA & Math (Grade Level Focus Summaries)





# SUMMER MIGRANT EDUCATION PROGRAM

Curriculum Summary  
Kindergarten – First Grade

## **Kinder - ELA**

### Reading Standards for Literature

- K.RL.1** With prompting and support, ask and answer questions about key details in a text.
- K.RL.2** With prompting and support, retell familiar stories, including key details.
- K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

### Reading Standards for Information Text

- K.RI.1** With prompting and support, ask and answer questions about key details in a text.
- K.RI.2** With prompting and support, identify the main topic and retell key details of a text.

### Reading Standards for Foundational Skills

- K.RF.1** Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. \* (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- K.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sound of the letters that differ.
- K.RF.4** Read emergent-reader texts with purpose and understanding

# Kinder - Math

## Counting and Cardinality

**K.CC.1** Count to 100 by one and by tens.

**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)

**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

## Operations and Algebraic Thinking

**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

## Numbers and Operations in Base Ten

**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Measurement and Data

**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## Geometry

**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**K.G.2** Correctly name shapes regardless of their orientations or overall size.

# Product Overview

1. Common Core Standards for ELA & Math (Grade Level Focus Summaries)
2. Units of Study



# Unit Plan

**Unit Title -**

All About Michigan



# Unit Plan

**Enduring Understandings (approximately - 1-2 weeks of study ):**  
**Statements of what students will be able to do**

**ELA:**

I can use and play with letters and simple words.

**Math:**

I can demonstrate mathematical knowledge.

# Unit Plan

**Essential Questions** (questions that guide the student to uncover the enduring understandings ):

## **ELA:**

- Can the student ask and answer questions about unknown words in a text?
- Can the student with prompting and support, identify the main topic and retell key details of a text?
- Can the student demonstrate understanding of the organization and basic features of print?
- Can the student demonstrate understanding of spoken words, syllables, and sounds (phonemes)?
- Can the student know and apply grade-level phonics and word analysis skills in decoding words?

## **Math:**

- Can the student count to 100 by ones and by tens?
- Can the student count forward beginning from a given number within the known sequence (instead of having to begin at 1)?
- Can the student write numbers from 0 to 20 (with 0 representing a count of no objects)?
- Can the student identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies?
- Can the student describe several measurable attributes of a single object, such as length or weight?
- Can the student describe objects in the environment using names of shapes, and describe the relative positions of theme objects using terms such as above, below, beside, in front of, behind and next to?

# Unit Plan

## Content & Language Objectives: Specific objectives accomplished during the unit

### ELA:

I will answer questions about key details in a text; where, what and why etc.,

I will retell a familiar story from my experiences with key details; where, what and why etc.,

I will identify characters, settings and major events in a story when prompted verbally.

I will ask and answer questions about unknown words in a text.

I will describe the connection between two individuals, events, ideas, or pieces of information in a text.

I will follow words from left to right, top to bottom, and page to page.

I will recognize that spoken words are represented in written language by specific sequence of letters.

I will recognize and name all upper and lower case letters of the alphabet.

I will recognize and produce rhyming words.

I will count, pronounce, blend, and segment syllables in spoken words.

I will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.

I will add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

I will demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.

I will associate the long and short sounds with common spellings (graphemes) for the five major vowels.

I will distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Math:

I will know number names and the count sequence.

I will count to tell the number of objects.

I will compare numbers.

I will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

I will work with numbers 11-19 to gain foundations and place value.

I will describe and compare measurable attributes.

I will classify objects and count the number of objects in categories.

I will identify and describe shapes.

I will know positional descriptive words.

# Unit Plan

## Knowledge, Facts, and Skills ( the details that must be learned in order to master the enduring understandings ): "The What"

### ELA:

I can ask questions about key details in a book about Michigan that I read or was read to me.

I can answer questions about a book that I read or was read to me about Michigan.

I can use my concept car design to formulate questions or to answer questions about Michigan Motor City.

I can retell a story familiar to me regarding a trip in Michigan with my family.

I can create a list words unknown to me with help from a text I read or was read to me and develop a plan to find out the meaning.

I can create my own reference book with help on Facts About Michigan.

I can create my own true story book with help about a trip with my family somewhere in Michigan.

I can identify my letters (upper and lower cases); I can create a Michigan picture book based on the letters of the alphabet.

I can participate in simple rhyming songs and texts that expose me to rhyming with Michigan as the theme.

### Math:

I can count the number of Michigan themed manipulatives correctly.

I can identify apples(industry), cherries(industry), fish(industry and recreational) and cars(industry) using file folder games identifying the name and number of items correctly.

I can compare individual child preference in regards to taste (apples etc., different types etc.,) using our classroom graphing chart.

I can understand the idea of adding and subtracting by using the data from our classroom graphing chart.

I can understand place value by continuing to work with Michigan themed objects reflecting numbers 11-19.

I can describe and compare a group of assorted objects into categories; some theme related some not theme related.

I can identify and describe shapes; using my design for a "motor city" concept car design.



# Unit Plan

Vocabulary ELA	Vocabulary Math
What does.....? Text Key Details Retell Identify Characters Settings Major Events Unknown Words Questions Connections; Between Two Individuals, Events, Ideas, or Pieces of Information Concepts of Print; Left to Right, Top to Bottom and Page to Page Upper Case Lower Case Consonants Vowels Phonemes Rhyming Count Pronounce Blend Segment	What does.....? Number Name Count in Sequence Counting Objects Compare Describe Addition Subtraction Classify Sort Categories Positional words

# Unit Plan

## Resources ( textbooks, websites, articles, etc. ):

*See also document in Resources folder*

### Mathematic Resources:

Michigan Common Core Standards Document

<http://www.enchantedlearning.com/usa/states/michigan>

- MI state wheel
- MI state symbols / emblems
- MI map / quiz print outs
- MI label me
- MI outline map
- MI US state dot to dot mystery map
- MI flag print out / quiz

*\*Sample only\**

# Product Overview

1. Common Core Standards for ELA & Math (Grade Level Focus Summaries)
2. Units of Study
3. Resource Documents (some grade level)



# Pre Kindergarten – First Grade Resources

## Theme - All About Michigan

### Mathematic Resources

Michigan Common Core Standards Document

<http://www.enchantedlearning.com/usa/states/michigan>

MI state wheel

MI state symbols / emblems

MI map / quiz print outs

MI label me

MI outline map

MI US state dot to dot mystery map

MI flag print out / quiz

MI your state draw / write

MI graphic organizers

MI find your state / where I live

<http://www.apples4teacher.com/usa-states/michigan/kids-books>

MI thematic books

MI children's books

MI book reviews

Children's US geography literature

[http://www.candohelperpage.com/files/comprehension/mapping/compassrose\\_1.html](http://www.candohelperpage.com/files/comprehension/mapping/compassrose_1.html)

What's a compass?

What's a map?

What's a key?

Map reading

See Uploaded Math Worksheet Guide

Patterns

Color

Opposites

Numeral

Shape

Logical thinking

*...and more*





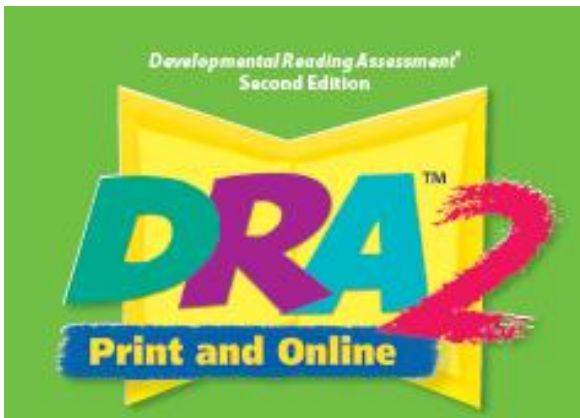
# Product Overview

1. Common Core Standards for ELA & Math (Grade Level Focus Summaries)
2. Units of Study
3. Resource Documents (some grade level)
4. Assessments



# Common Assessments

## ELA Reading Assessment



## Math Assessment

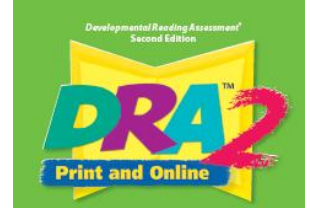


# Product Overview

1. Common Core Standards for ELA & Math (Grade Level Focus Summaries)
2. Units of Study
3. Resource Documents (some grade level)
4. Assessments
5. Assessment Resources



# Developmental Reading Assessment 2 Resources



1. Assessment kits
2. Online training
3. Guidance Document



# Delta Math Resources



1. Assessment (paper pencil)
2. Karla's Delta Math power point
3. Pre & Post Test
4. Guided Review & Quick Checks



# Survey Results

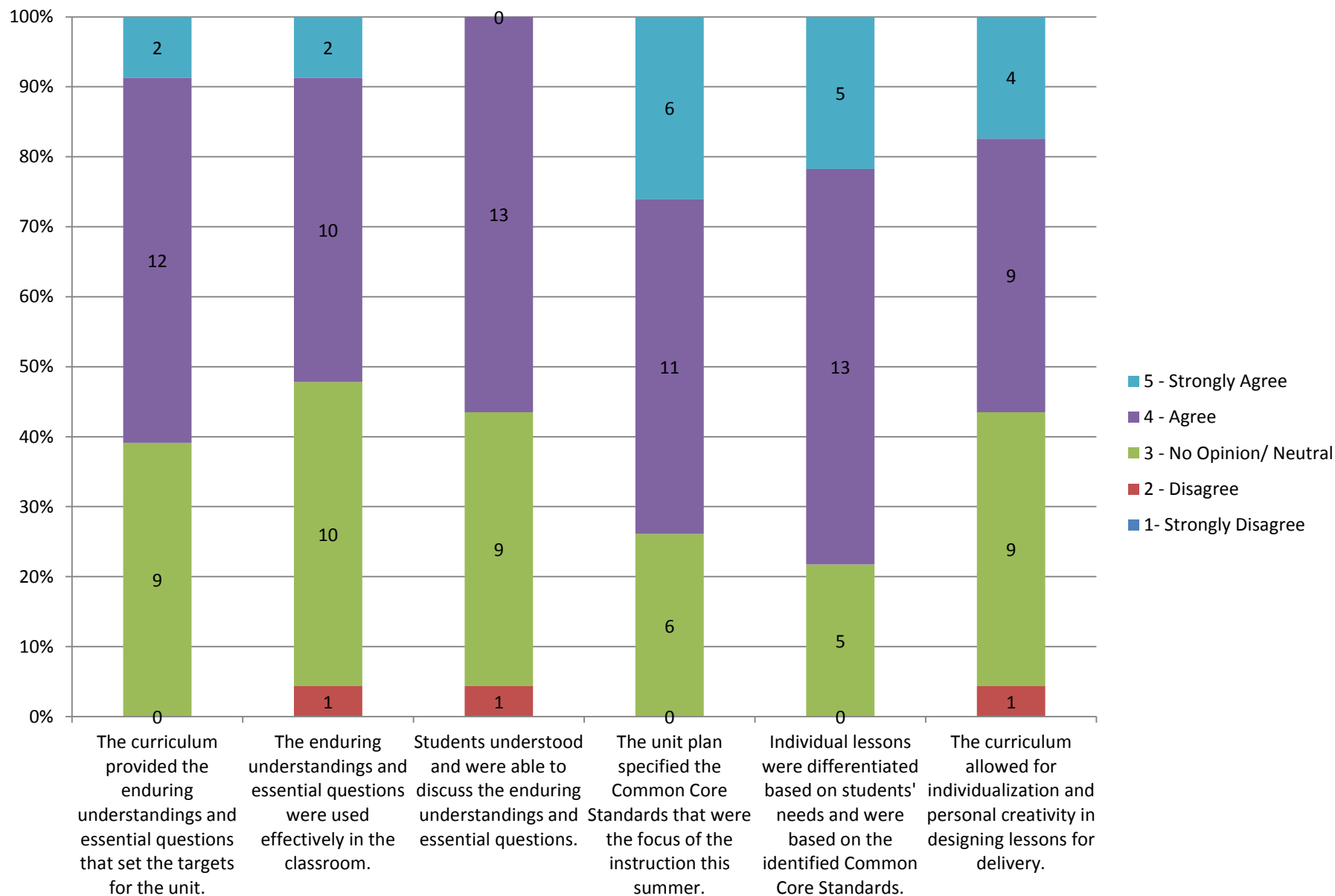
1. Split into two groups –  
Curriculum & Assessment
2. Review the data packet
3. Summarize the data
4. Findings
5. Implications
6. Report out



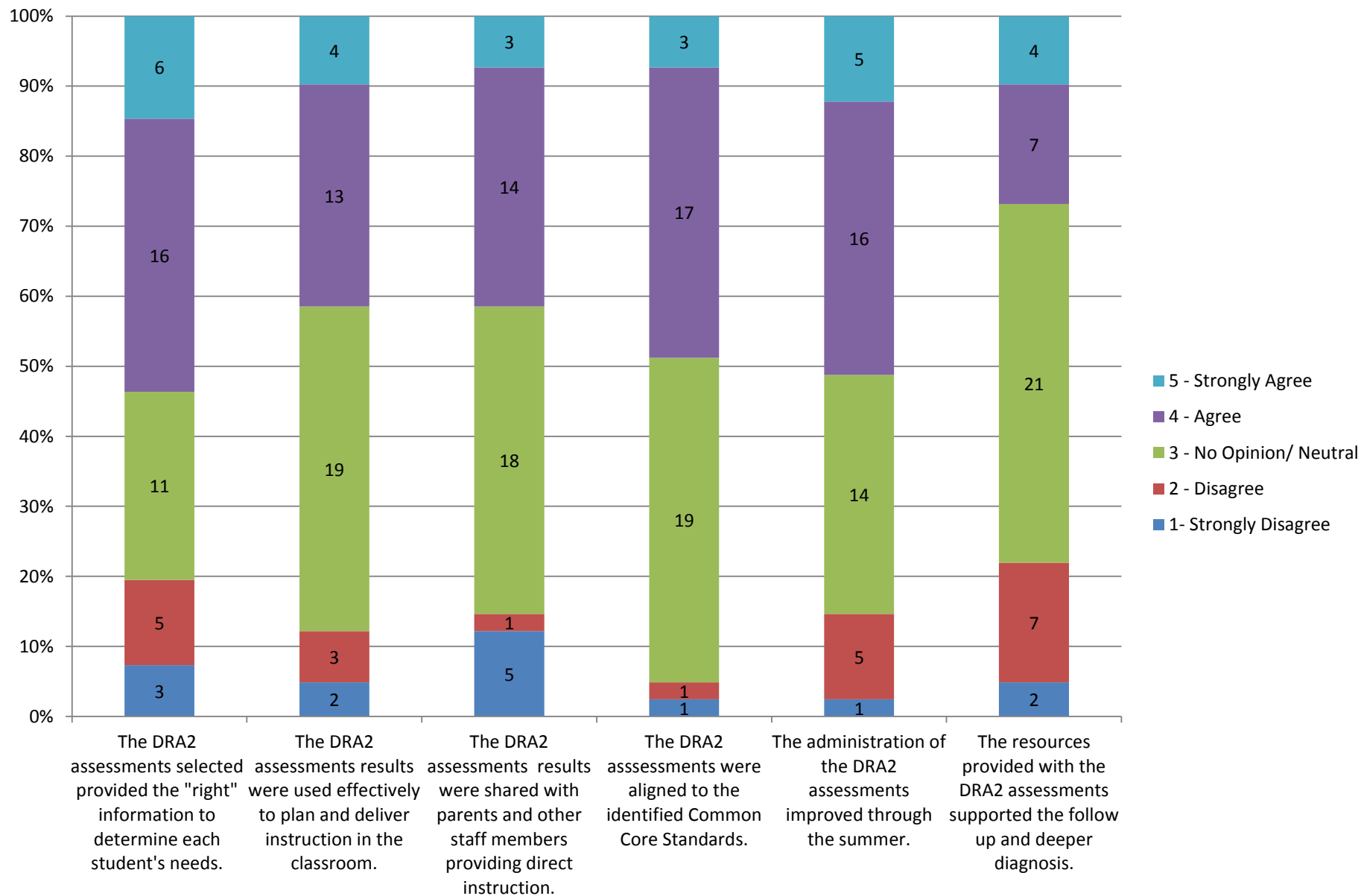


# Filtered Responses to Curriculum Survey Questions

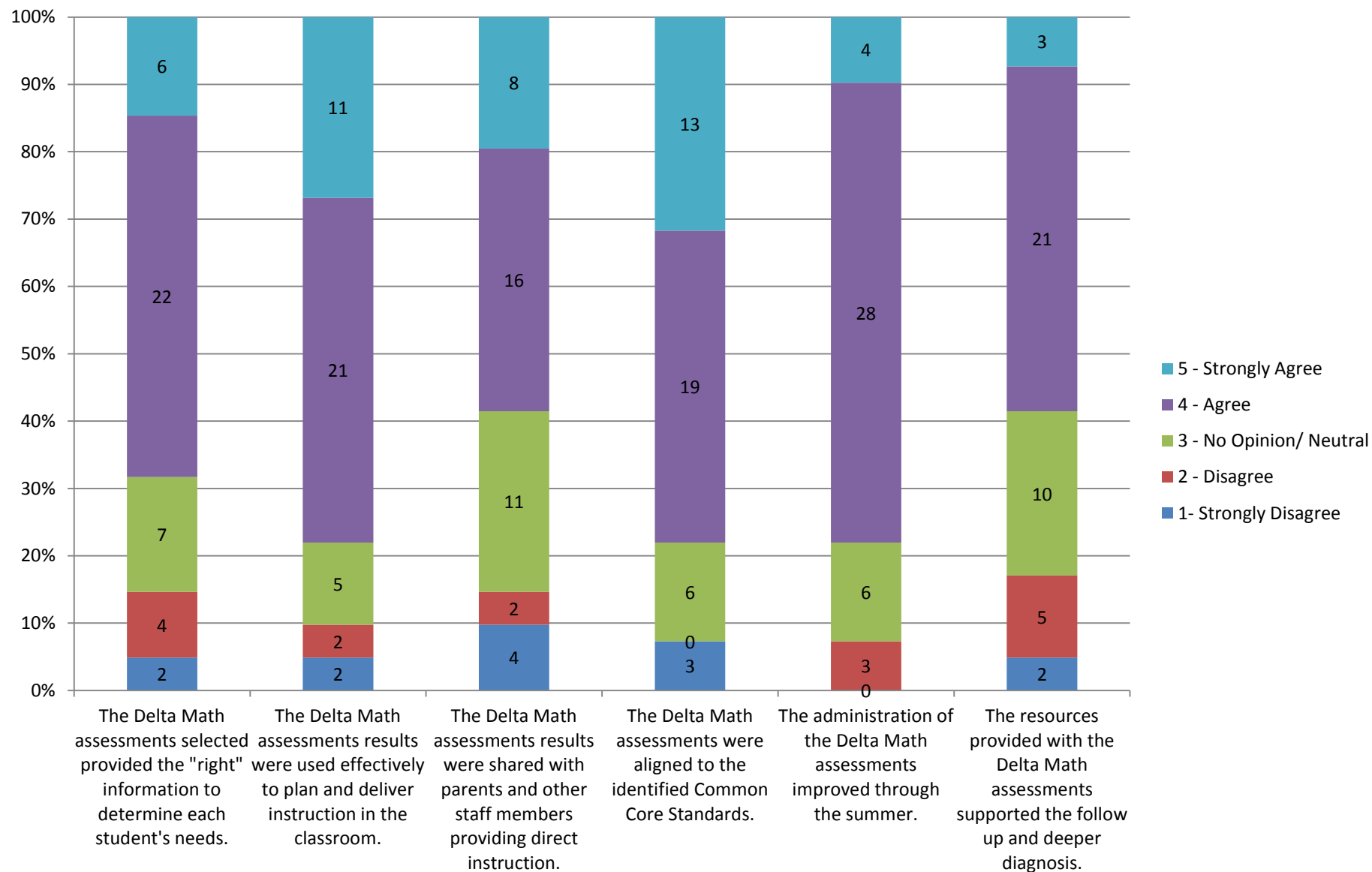
(answered yes to used/witnessed use)



# DRA2 Responses



# Delta Math Responses



# My comments to you

- Michelle, this is **positive** given all the challenges we had—great job!
- The majority SA or agreed- except for a few
- Data--They loved the units with its components although kids may have struggled with the enduring understandings..so did the teachers 😊
- Data--It is clear that users liked Delta Math more than DRA 2 and may want to ask them why—we know we have to work on the PD in test administration and interpretation and HAVE to achieve this outcome in 12/13
- Also need uniformity in the DRA sections we administer this coming year

# *Discussion*

## **What are our priorities for 2012-13?**



# Next Steps

- Reconvene the work group to review the data, set goals and create an action plan for 2012-2013. *(revise units, create additional resources, etc.)*
- Build Writing into Curriculum & Assessments.
- High School and OSY





# Thank you!

Questions, comments or to become a part of this exciting work ....

*Please contact*

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